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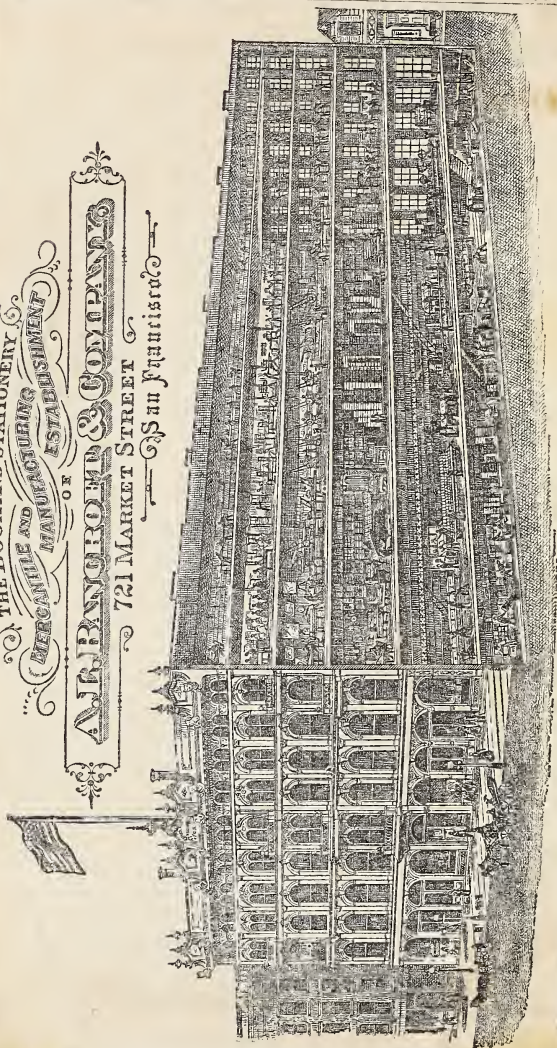
SAN FRANCISCO:  
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CURRICULUM

THE BOOK AND STATIONERY  
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OF  
ALF BANGS & COMPANY

721 MARKET STREET  
San Francisco



**EXPLANATION.**—In this cut we attempt to give, at one view, the outline of our whole business. The length of the building is 170 feet. Commencing with the rear of the basement, which opens on Stevenson Street, is the first floor represented—we have the Elevator, the Artesian Well and the Steam Engine which drives the Machinery in the rooms above. Here are received all goods, and delivered all that are sold at wholesale. One side of this room contains bins of School and Subscription Books; under the Market Street sidewalk, boxes of Stereotype Plates, and on the other side, the unbound stock of our own publications. Ascending the stairs to the ground floor, the principal salesroom is entered; at the Stevenson Street end is the Educational Department, then the Wholesale Desk—although most goods at wholesale are entered and packed in the basement. About the middle of this room are the desks of Law, Bank and Official, and Retail and Library Departments. The room is filled with tables, covered with goods, and showcases and chairs. In the rear of the floor above are the offices of the Proprietor, the Cashier and Bookkeepers. In the Market Street end the offices of the Music and Subscription Departments and Bancroft's Guide. On the third floor is the Printing and Lithographing Department. On the fourth floor the Book Bindery and Blank Book Manufactory; and on the fifth floor a Library of works relating specially to the Pacific Coast.

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Pacific Coast Series.

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THE  
PACIFIC COAST  
SECOND READER.

By A. W. PATTERSON, M. D.



SAN FRANCISCO:  
A. L. BANCROFT & COMPANY.  
PUBLISHERS, BOOKSELLERS AND STATIONERS,  
1878.

## PREFACE.

The plan of the Second Reader of the Pacific Coast Series is substantially the same as that of the First.

As the range of vocabulary in the Reading Lessons becomes greater, it is not practicable to gather all the new words into the Word Lessons, without making such Lessons longer and more numerous than is desirable. They contain, however, all the more difficult words in advance of their use in the Reading Exercises, and it is believed that they will be found sufficient for teaching Spelling, without the use of the Spelling Book.

The Reading matter is mainly original. A few articles have been re-written and adapted from other sources, but none that are known to be in any other School Readers.

Our aim has been to prepare simple and attractive lessons, which will impart useful information, and teach sound morality.

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## Elementary Sounds of the Vowels.

ā, as in <i>fate</i> .	â, as in <i>branch</i> .
ă, as in <i>fat</i> .	ă, as in <i>talk</i> .
â, as in <i>care</i> .	ą, as in <i>what</i> .
ä, as in <i>path</i> .	
ē, as in <i>mete</i> .	ē, like ā, as in <i>obey</i> .
ě, as in <i>met</i> .	ě, as in <i>term</i> .
ê, like â, as in <i>there</i> .	
ī, as in <i>fine</i> .	ĩ, like ē, as in <i>machine</i> .
î, as in <i>fin</i> .	ĩ, as in <i>bird, firm</i> .
ō, as in <i>note</i> .	o, as in <i>wolf, woman</i> .
ö, as in <i>not</i> .	ô, as in <i>for</i> .
ò, as in <i>done</i> .	oo, as in <i>moon, food</i> .
o, as in <i>tomb</i> .	oo, as in <i>foot, book</i> .
ū, as in <i>mute</i> .	u, like oo, as in <i>pull</i> .
ũ, as in <i>but</i> .	û, as in <i>curl</i> .
u, preceded by r, as in <i>rude</i> .	
	ÿ, as in <i>fly</i> .
	ÿ, as in <i>nymph</i> .

## Consonants Marked.

ç, soft, like s, as in <i>cite, conceal</i> .
c, hard, like k, as in <i>call, carry</i> .
ch, soft, like sh, as in <i>machine, chaise</i> .
ch, hard, like k, as in <i>chorus, epoch</i> .
ġ, soft, like j, as in <i>gentle, aged</i> .
ġ, hard, as in <i>get, tiger</i> .
s, like z, as in <i>has, amuse</i> .
th, flat, as in <i>thine, their</i> .
x, like g-z, as in <i>exist, example</i> .

## Word Lessons.

dāys	thāt	haul	feed
gave	glad	fawn	seen
take	back	want	grew
tame	have	rēad	slēd
cāre	bārn	near	tell
says	Carl	here	Nell

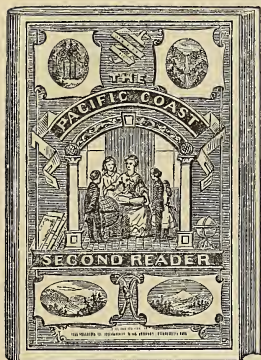
wēll	like	wīll	wīld
nest	find	with	size
gets	fine	sits	boōk
when	time	spin	look
rīde	kind	sōme	good
niçe	mind	come	girl

shāke	fēnce	kīnds	grōws
grain	flesh	strike	holds
lārge	lēarn	rides	hōrse
wants	trīed	thīnk	horn
lēave	tries	wished	would
wheat	quite	whīrl	could



## Lesson I.

## THE NEW BOOK.



See the nice new book! It has fine new cuts in it.

Do you know whom it is for?

It is for some good boy, or girl, who will like to read it, and learn

all it says. *You* may have the book, but you must take good care of it. It will tell you much that you will be glad to know.

You will find some hard words, but if you try you can learn them.

When you first tried to read you could not tell *a* from *b*, but now you can read quite well.

How long do you think it will take you to read this book?

## Lesson II.

## THE CAT IN THE TREE



A cat is up in the tree, and the dog can not get at her.

Do not fear, puss; the dog will not bite you. Old Tim is a good dog and will not hurt a cat.

He may bark at you, but when you come down he will run and play with you.

Come down, puss, and try him. Old Tim can run as fast as you, but he can not go up a tree.

## Lesson III.

## THE NEW SLED.



Carl has a new sled. Its name is U. S. Mail. It is a nice, large sled, and will run fast. Carl can take a boy on with him, and both can ride at the same time.

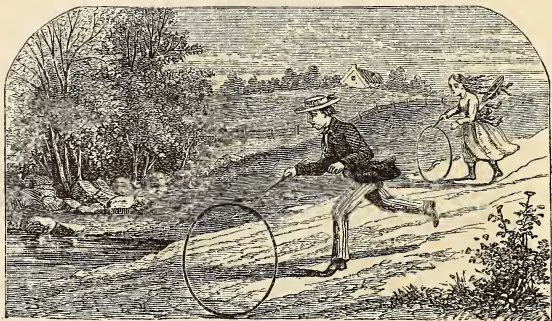
Look at them as they go down the hill. They are soon at the foot.

Now they will have to drag the sled up the hill. This is not so much like fun, but it will help to keep them warm.



## Lesson IV.

## ROLLING HOOPS.



Here is Fred with his hoop, and Jane with hers, too. How fast they roll them on the walk! Jane can not roll hers so fast as Fred can roll his.

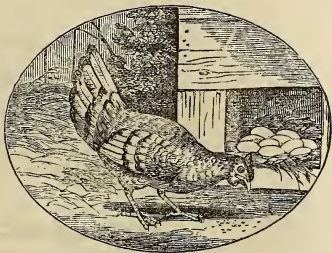
Ah! her hoop is off the walk and goes down the hill. The boy can not stop it. I fear it will roll into the pond and be lost.

If the boy tries to get it out he will get wet. Fred has a good dog that can swim well, and he will take him to the pond to get it.

## Lesson V.

## THE HEN.

The hen has come off her nest to get some food. She is glad to find it so near by.



Some one has left some corn near her nest, so that she would not have far to go when she wished to eat, for hens do not like to leave their eggs.

How fast she eats! Do not fear, old hen, we will not harm your nest.

Hens like corn, and wheat, and all kinds of grain.

She has been off her nest some time, and must go back now to keep her eggs warm. She has ten eggs in her nest.

## Lesson VI.

## THE BOYS AND THEIR TOPS.



See this boy spin his top. He can spin it so well that it will whirl a long time.

Carl, who is not so big as John, sits by to look on. Carl says he can spin a top if John will let him try. If he can not spin it now as well as John can, he will do so some time, when he grows to be as old as John.



## Lesson VII.

## THE PIG.



The fat pig got out of the pen and ran off, but the man has him with a rope on his leg, and will take him back.

If the pig does not go as the man wants him to, he will strike him with the whip you see in his hand.

The fence must have been down. Pigs like to get out of their pens and run in the road.

When the man gets him in the pen this time, he will see that he gets out no more.

## Lesson VIII.

## THE BOY AND THE ELK.

Is it  
not odd  
to see  
a boy  
ride on  
an elk?  
He can



ride on it as if it were a horse.

It is not wild now. A man gave it to the boy when it was a fawn. The boy put it in the lot and fed it well till it grew large and tame.

He has it to haul his sled, too, on the snow.

What large horns it has! The boy holds on by them as he rides.

It seems to run quite fast, but I think it must shake the boy more than a horse would.

The flesh of the elk is good to eat, and men hunt it for food.

## Word Lessons.

lake	name	acts	fast
gate	aims	than	hall
mate	made	bank	fall
cane	race	glad	ball
Jane	back	part	paws
main	pack	bark	what
vain	hand	barn	keep
team	they	dell	wise
leap	then	fell	mind
leaf	help	high	hill
here	else	side	swim
lead	kept	like	live
beat	less	size	mist
well	legs	rise	list
road	more	takes	times
roll	most	hands	night
hold	bird	sharp	eyes
told	word	claws	mouth
goes	come	leaps	shoots
grow	game	sleep	ducks
snow	side	helps	purse

## Lesson IX.

## THE BOYS ON THE TREE.



How high up in the tree you are! You can see far off.

What can you see? We can see a bay horse and a red cow.

What else can you see? We can see a man with a team, and a plow. We can see a boy, a dog, and a pig. They are in the lot near the barn.

The boy tries to get the pig out of the lot, and the dog helps him.

What can you see on the main road? We can see a man with a pack on his back, and a cane in his hand.

He goes up to the big gate on the hill-side. Come down now, and let us go up and look.

## Lesson X.

## THE SNOW BALL.



The snow-ball is as tall as the boys that made it. Boys can make such balls when the snow is soft and damp, but not when it is hard and dry. A boy takes his hand full of damp snow, and rolls it in the snow till it gets as big as he can lift; then the boys all help him roll it till it gets as you see it now.

Boys some times make a man out of snow, and put a hat on his head, and a pipe in his mouth, and then pelt him with snow balls.

## Lesson XI.

## SHOOTING DUCKS.



Has the man shot a duck? See how the rest rise and fly.

The dog leaps down the bank. He will get the duck, if the man has shot one. The dog is glad to swim for the duck. It is his part to go for the game when it is shot, and lay it down at the man's feet.

The man has tame ducks at home, but he does not wish to kill them. When he wants ducks for food, he goes out with his dog and gun, and shoots some wild ones.



## Lesson XII.

## THE APE.

Look at the ape with the book! What can he do with it? He can not read from it, nor can he say A B C, if he tries all day long.



He saw a boy with a book one day, and so he tries to do as the boy did.

The boy's book had one leaf down, and the ape has put one leaf down here to make it look like the one he saw.

When he gets done with this page he will turn a new leaf like a boy, and act as if he could read it.

He can use his paw as a boy does his hand to turn the page, and he would like to make you think he can read.

## Lesson XIII.

## SUE AND HER DOG.



Here is Sue with her dog. "Come Nep, come, get up here. Now, Nep, you must be a nice dog, and do as I bid you.

Nep is up. Sue had him rise on his hind feet, hold his paws out just so, and bark when she told him to do so.

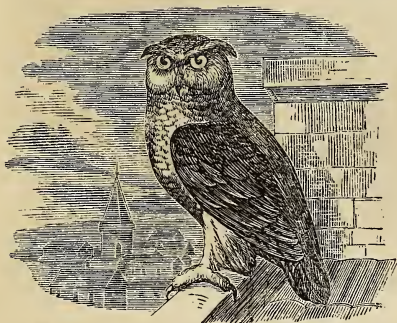
Sue will give him some food if he does as she bids him.

## Lesson XIV.

## THE OWL.

Owls have big eyes and a wise look.

They fly and feed at night, and in the day time they seek some dark nook, and pass most of the time in sleep.



It is said that a tame owl will live in the barn like a fowl, but I have not seen one do so.

Owls can kill rats and mice as well as a cat can.

Do you see what a sharp beak and what long claws this one has?

They can see to hunt their prey at night, when it is so dark that you can not see your own hand.

## Lesson XV.

## THE RACE.



See the two boys run a race! John is not so big as Will, but he is in the lead. He may beat Will, for he can run as fast as Will can.

But now John may fall. If he does fall, Will may go by him and win the race.

John did fall, and Will ran by him. Will made fun of him, but John did not mind him much, and said, "You can not do it the next time."

## Word Lessons.

hāil	därk	wīde	gōat
play	arms	rīck	home
wake	walk	rill	fōrk
lane	warm	dēal	work
hate	yēar	seem	lōve
pāss	hear	fīrst	pūrl
task	mead	gīrl	fowl
hārd	nēck	rouse	oneş
balm	west	mōwn	dōeş
bark	lend	hold	rīpe
hark	pent	gold	vine
bānd	dent	bolt	pūre
chat	bend	dāte	mute
drag	send	gate	duke
dāme	mīce	dūst	stēal
rake	vīce	hunt	green
sake	rīsk	rush	whēre
cāmp	slip	fārm	whīle
erag	skip	hard	shīneş
sean	fōnd	bārks	rīcks
cash	frog	seemş	lōoks

## Lesson XVI.

## HAY-MAKING.



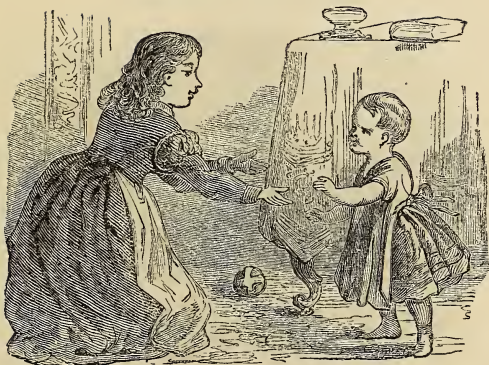
The day has been so warm that the hay is all dry. The men rake it up in rows, and then pile it in ricks to haul to the barn. They must have been long at work, for it is now past noon. They will not go home till the sun sets, for they must “make hay while the sun shines.”

The boys are on hand to play in the hay, and to ride on the load.



## Lesson XVII.

## THE FIRST WALK.



“Come now, be a man. Walk to me. You are a year old, and I know you can walk if you try.

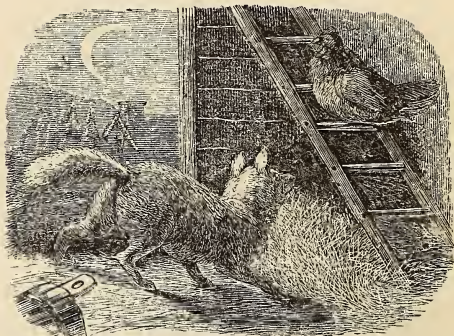
I will not let you fall. I will hold my arms wide for you, to keep you up.”

The boy did walk to the girl. It was his first walk, and now he can walk all the time.

When you have a task to do, if it seems hard, do not fear, but try it. Once done, it is hard no more.

## Lesson XVIII.

## THE FOX AND THE HEN.



The fox sees the hen, but she does not see him. If she does not wake soon, he will take her to his hole and eat her. It is dark, but the moon is still up.

The fox is sly and shy; but, shy as he is, he will come to the barnyard and steal a fowl in the day-time if no one sees him.

If he does not get what he came for, he goes off, and barks like a dog, but not so loud.

## Lesson XIX.

## JANE AND HER GOAT.



Here is Jane with her pet goat.

She has put a rope on his neck to lead him by.

He looks up in her face as much as to say, "where

will you take me?"

They will go down the lane and past the bars, to skip and play on the green hill-side.

A goat seems an odd pet for a girl like Jane, but he is full of life and fun, and is as tame and kind as a cat or a dog.

If she will let him, he will play all day long.

## Word Lessons.

quāil	guārd	whēat	three
great	farms	thēse	sweet
placē	large	leave	thief
haste	laugh	steal	seems
Frānk	small	speak	fēnce
stand	tāks	field	heads
quack	grass	yield	drest
elēar	whêre	sīngs	birds
thīne	thīnk	milks	girls
frēsh	pinks	white	tired
dealt	trill	right	could
hence	still	night	would
hēard	live	while	hēlp
thēir	which	drive	dense
gōats	hōrse	whōse	town
hoped	erōss	mūles	house
spoke	cōmes	fruit	doubt
seold	brōod	dūcks	tied
store	wōods	young	prime
sōngs	looks	whīp	stays
wrong	books	link	bäck

## Lesson XX.

## THE BIRDS.



One fine day, when the sun had just set, Frank was on his way back from the field, where he had been for the cows. It was yet light, and the songs of the birds were still heard.

It seemed to Frank that the birds spoke.

When he went home, he said that a bird on a tree in the field would



call "Bob-o-link," and one on the fence would cry "Whip-poor-Will," while from the wheat field would come the note of "Bob White," "Bob White."



Do you know if the birds spoke as Frank said they did? And why did they say these words all the time?

## Lesson XXI.

## FEEDING THE MULES.



These three small girls have come with some feed for the mules, that have put their heads up to the gate.

These girls live in town.

They have come to this farm-house, where their aunt lives, to stay a while. They do not know much of farm-life yet.

When they heard the mules bray, they ran out and gave them some fresh-cut grass, that lay near by. The mules were so glad to get food that they shook their long ears, and made the girls laugh.



## Lesson XXII.

## THE DOG AND THE DUCKS.

Guard is a wise dog. One day as he went by a pond, he saw an old hen with a brood of young ducks.



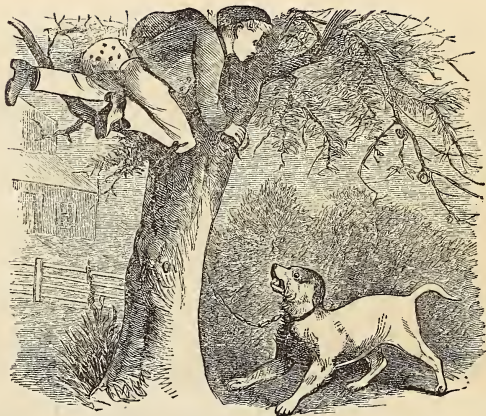
They had left her and gone to swim on the pond, and Guard went in at once to drive them out.

When they saw his big head near them, they were in great haste to get back to the hen, that she might keep them from harm.

They will soon go back to the pond, for ducks love to swim.

## Lesson XXIII.

## THE YOUNG THIEF.



Here is a young thief. He went up the tree to steal some fruit. Some one has tied a dog to the tree since he went up, and now he does not dare to come down.

The dog is large and cross, and will bite him if he can get at him.

The boy did not think he would be seen. He hoped he might steal the fruit, and that no one would know it.

## Lesson XXIV.

## THE GIRLS.



As you look at this cut, does it not seem as if you could hear these girls sing?

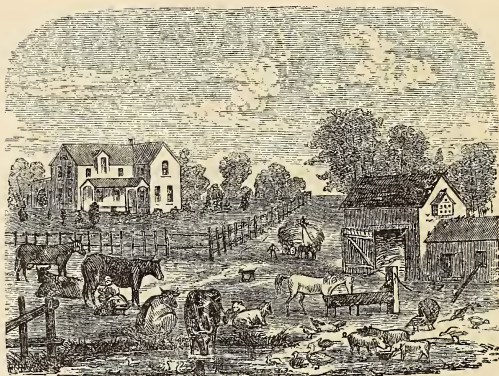
They all stand up and hold their books in their hands. I have no doubt it is a sweet song that they sing, and one which you would be glad to hear.

There are eight of these girls; all just out of school. One of them is tall, and two are quite small and young. One of them does not sing.

Boys sing, too, at times, but I think most boys do not love to sing so well as girls.

## Lesson XXV.

## THE FARM HOUSE.



Here are a farm-house and a barn. I see cows, hogs, and a horse. The horse is at the pump to get a drink, while a cow drinks at the pond. She seems not to mind the ducks as they swim past her.

A load of hay comes down the road. They will take it to the barn and store it in the mow.

The sun looks dim and red, as it sinks in the west.

## Word Lessons.

seâre	hăitch	green	eried
chair	heärt	ereek	frisk
snāke	tēach	tīmes	bring
elaimŝ	stream	elimb	ships
shăll	brėad	blind	stick
each	tendŝ	might	sinçe
build	erūmb	ought	Kāte
found	erust	shout	sail
round	lunch	noiŝe	lakes
sound	mūte	points	draw
thōŝe	Măud	būzz	shāre
blowŝ	hawk	buff	spare
knowŝ	wants	lūred	dare
eaūŝe	trees	skill	thrōw
bănk	ereep	rāinŝ	stōrm
sēve	sweep	painŝ	formŝ
lēast	peep	mōurn	short
leave	fīndŝ	more	wrōng
seize	while	boats	eross
wrěck	kindŝ	both	moist
twīce	thīck	sports	trout

## Lesson. XXVI.

## BOYS HOPPING.



See Carl and Frank hop! Carl hops on the left foot, and Frank

hops on the right. They can both hop well.

When they get tired in this way they will change, and Carl will hop on his right foot, and Frank on his left.

They are just out of school, and have made up their minds to hop all the way home. I do not think they can do it.

Some boys can hop a long time and not get tired. Some will get tired soon, and fall if they do not stop.

It is a hard kind of play, and these boys are tired, and will soon have to stop and rest.

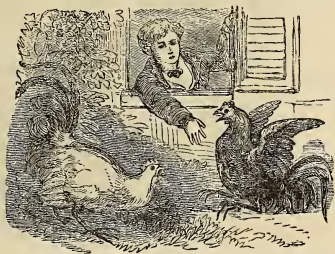


## Lesson XXVII.

## THE FIGHT.

The boy tries hard to stop the fight, but they go on in spite of him.

It is of no use for him to stand and shout at them. If he wants to stop them, he must get down where they are.



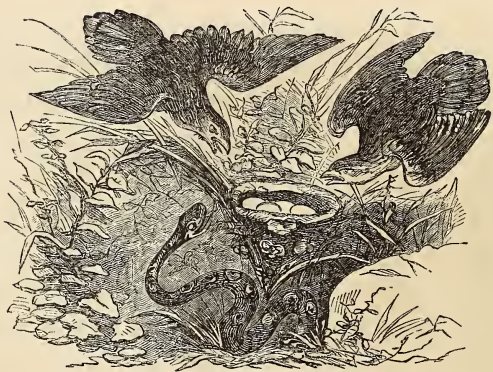
Do you see their long sharp spurs? With these they strike so hard that they bring blood. If he does not stop them, they may fight till they can not stand.

The one that beats will fly up on the fence and crow. Which do you think it will be, the white one or the black one?

I have seen boys act just as they do, and fight, when they had no more cause than they have.

## Lesson XXVIII.

## THE SNAKE AND THE BIRDS.



The snake has found the birds' nest. The snake is fond of eggs, as well as of young birds.

A snake will some times climb a tree to reach a bird's nest, but here he has found one in the grass.

See how he puts up his head to scare the birds off! The birds will not leave now for fear they may lose their eggs.

How they fly round and dart at the snake!

## Lesson XXIX.

## CRUST OR CAKE?



“Crust or cake, which shall it be?” said Maud to her dog and cat.

The mew of the cat and the bark of the dog tell her she may give which she likes, if she will give it soon.

They think it is time for a lunch, and they have come to Maud to ask for it.

Maud must let them know that they are to eat what she gives them, and find no fault.

Some times she gives them milk and a piece of nice cake.

## Lesson XXX.

## THE BABE AND THE DOG.



The babe is on the dog's back. Old Brave stood quite still while the nurse put him on, and he seems to like to have him there.

The nurse holds him on, and the babe puts out both his hands, as much as to say, "Oh! don't let me fall!"

## Lesson XXXI.

## THE WALK ON THE SHORE.



Why is this girl here? No one is with her. Oh! she lives not far off. She went out for a walk, and has come to this place where she can see far down the bay.

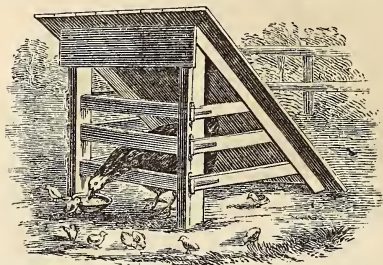
Some one comes now to take her home. When she goes back, she will tell how she saw the ships sail on the bay. Does she think how she would like to be on one of those ships, and sail up and down the bay?



## Lesson XXXII.

## THE HEN IN A COOP.

The old hen is in a coop. Why have they shut her up? She can not get out, while her brood can



run out and in. Kate feeds them. The young ones run to meet

her as she comes with the food.

Kate will have to feed them as long as she keeps the old hen in the coop.

The hen would find food for her chicks, if Kate would let her out.

But then, some of them might get lost, or a hawk might seize them, and take them to her young for food.

Kate will take care of them, and keep the hen shut up for a while.



## Lesson XXXIII.

## LEARNING TO DRAW.



What has this boy tried to draw on his slate? Is it a pig? Is it a goat?

He asks Jane to tell him which it is. Jane says she will guess that it is a pig.

What do you think it is?

I think if it is not a pig, it may be a kid, but it is not well drawn.

The boy may know what he meant to draw, but I do not think he could call it by name if he had found it on his slate.

He can not draw well yet, as he has had no one to teach him.

He is not so old as Jane, and she ought not to make sport of him.

## Lesson XXXIV.

## THE YOUNG BIRDS.

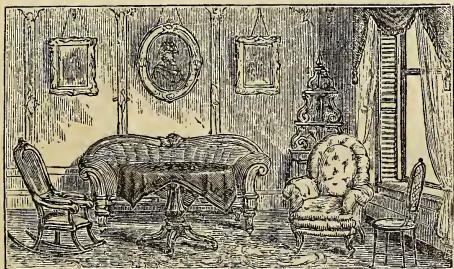


The boy seems to have in his hand a birds' nest with some young birds in it. I do not know where he found it, but I fear he stole it from some tree or bush.

Poor things! The old birds will miss them much, and they can do him no good. If he tries to keep them they will not live long, and when they are dead he will wish he had left them where he found them.

## Lesson XXXV.

## THE SITTING-ROOM.



The man who lives here must have gone out for a walk, for there seems to be no one in the room.

We can see his big arm-chair drawn up as though he had just left it, and a small chair by its side.

When he wants to read he draws his arm-chair up to the fire, while his wife sits in the small one near him and sews.

On one side of the room, which you can not see, stands his book-case, full of good books.

## Lesson XXXVI.

WHAT IS THERE MUTE?

A dog will *bark*,A cat will *mew*,An ox will *low*,A dove will *coo*.A bee will *buzz*,A bird will *sing*,A crow will *caw*,A bell will *ring*.A wolf will *howl*,An owl will *hoot*,A stream will *purl*,

What is there mute?



## Lesson XXXVII.

## THE WOUNDED BIRD.



Rob has just come back from the field. He has a bird that he got by the way.

The poor bird had been hurt and could not fly. Rob found it at the foot of a tree. He will give it to Ann. She will put it in a cage and feed it. If the bird gets well, it will sing for Ann, and thank her in its way.

Ann asks Rob if it is not a lark. She will pet it, and take good care of it as long as it lives.



## Lesson XXXVIII.

## BLIND MAN'S BUFF.



Come, boys and girls ; come, let us play ! We have been at our books so long, let us now have some fun.

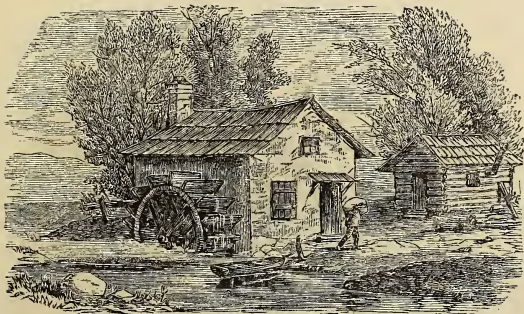
Blind Man's Buff ! What do you all say ? "That is it," cried one and all. So Fred's eyes were bound, and some one cried out, "*turn twice, and catch whom you may.*"

Each runs to get out of the Blind Man's reach.



## Lesson XXXIX.

## THE OLD MILL.



The old mill still runs, and the old man still tends it, as he has done for more years than you have lived.

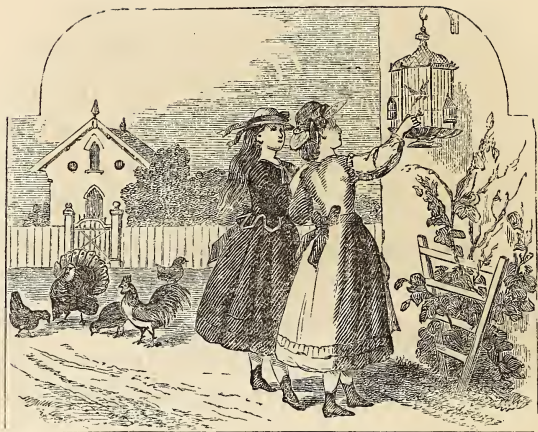
The mill was built when he was young. He cut down the woods, as you see, and built the mill on the bank of the creek.

He lives in the log hut close by, with no wife or child to cheer him when the day's work is done, and he comes home to rest.

Who will run the mill when he is gone?

## Lesson XL.

## THE PET BIRD



Here are Jane and Ann with their pets. They have just fed the hens, and now they will feed their bird. They give him crumbs and seeds.

How the bird flits round in his cage as they come up to it!

He knows that they bring him some food, and he will thank them with his sweet song.

Lesson **XLI.**

## THE STORM.



See how dark it is far up the bay, while here the sun shines clear and warm!

It must be a hail-

storm, it falls so thick and fast, and the clouds are so black.

The sky seems to droop and rest on the ground.

I feel the cold wind now, and soon the storm will be here. Now the cloud hides the sun.

The men in the boats make all things snug, and haste to the shore. We will sail on the bay some day.

## Lesson XLII.

## FISHING.



Here you see a boy on the bank by the stream, with a rod and line to catch some fish.

Fish are some times caught in nets, but most boys like best to catch them with hook and line.



Trout are caught in this way, but it takes a good deal of skill. They are shy, and will dart off at the least noise you make.

## Word Lessons.

shâre	small	sheep	tight
shâde	claws	cheek	bright
brave	calls	geese	skies
range	large	field	smile
great	black	thief	bride
watch	reels	beams	hills
dawn	meal	dream	drills

Swiss	blown	seold	house
sings	known	mould	voice
milked	grown	forth	worse
skirt	erows	stroll	Alps
stone	shows	boast	turns
owned	close	folks	mourn
thrown	froze	coax	mouse

space	priest	skill	noose
state	preach	spring	proud
snarl	sleeve	roam	pound
spark	reach	roast	seour
yarn	pledge	north	prompt
harsh	serve	seorch	rhyme
staff	neigh	school	snuff



## Lesson XLIII.

## THE BAD BOY.



Hal was a bad boy. One day he went to a field to steal some nice pears. He had a bag with him, and he put in it all the pears he could reach.

When Hal got to the stone fence, which he had to cross to get out of the lot, an old watch-dog was there, and took hold of the skirt of his coat and held him fast.



## Lesson XLIV.

## THE ALP-HORN.



See this Swiss with his horn. The Swiss live in the land of the Alps, and they call the horn an Alp-horn.

It is near the close of day. He is on that high rock to blow his horn. Do you know why he does it?

It is to call home his sheep, and goats, and cows. They range in the hills and vales all day to feed.

When night comes, the horn is blown. They hear it and all come home.

## Lesson XLV.

## THE DOG AND THE CRAB.



One day a boy with his dog took a walk by the sea-side. The dog found a crab. It was new to the dog to see a crab, and he had some fear of it.

The crab will grip with its claws and hurt a good deal. See! it will get hold of the dog if it can.

The boy bids the dog take hold of it, but the dog is shy of it.

He barks at it, and pats it now and then with his paw.

The dog does not know what to do with it. It is good to eat if he can get it out of its shell; but how can he do that?

The crab will run back to the sea as soon as it can.

## Lesson XLVI.

## THE CROWS.



Crows pull corn. Do you know what kind of bird a crow is? It is a large black bird that calls, or caws,

with a great deal of noise.

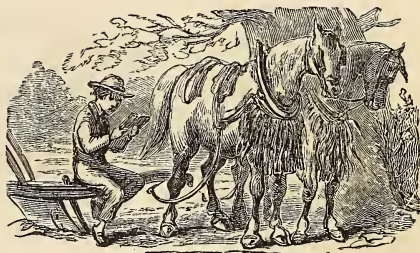
The dog will bark and run at them when the boy tells him to do so, and then the crows will rise and fly.

They will light on some dead tree in the field, or near by, where they will sit and caw, as if to scold the boy and his dog.

Crows are bold thieves. They will watch the men and boys plant corn, and when it grows they will come, when no one is on the watch for them, and pull it up.

## Lesson XLVII.

## THE PLOW-BOY.



Who would not love to be a plow-boy?

The blue skies smile for him. The fresh air fans his brow, and brings the glow of health to his cheek.

He sings for joy as his bright plow-share turns the fresh mold.

Would you like to hear of the plow-boy who grew to be known far and near as a great and good man? He could not spare the time to read much at home, so he took his book with him to the field, and read it while his team was at rest.

## Lesson XLVIII.

## THE BOY IN BED.

Does the boy hear the birds sing in the green trees by the house? They call him to come forth to the fresh air, and hear their sweet songs of praise to God, who made them.



Why does this boy sleep so late? The sun is up, and the room is full of its warm beams.

The dew will soon be off, and he can take a stroll.

He lives on a farm where all the fields are green, and the woods near by are thick and wild.

If he will get up and try the fresh air, he will not care to lie late in bed, and thus lose the best part of the day.

Night is the time for sleep, and day is the time for work or play.

## Lesson XLIX.

## THE BOY AND THE GEESSE.



Do you see this boy and the geese? How they try to get out of his way! The boy knows they are not brave.

Geese would have you think they do not fear you. If you go by where they are, they will hiss and scold at a great rate.

Wild geese can fly high in the air for a long time. They go from place to place in this way in search of food.



## Word Lessons.

prānce	strēam	plēased
heārts	scream	drēssed
Charles	sweets	health
called	fleece	quench
squall	fields	pledge
scārce	pierce	twelve

whēnce	sprīng	thīrst
thence	elipped	stōres
chīmed	switch	source
bright	quince	boards
height	shrimp	throat
rhymes	squirm	clothes

prōmpt	brōods	trūnks
robbed	blooms	thrush
through	crowns	crumbs
troupe	ground	crutch
should	growls	thumbs
schōol	sprout	chûrch

## Lesson I.

## SHEARING SHEEP.



How the poor sheep cry *baa! baa!* They think it is hard to be robbed of their warm coats of wool.

Spring has come, and it will soon be so warm, that they will be glad to have a light fleece on.

Charles Lee lives on a farm where there is a flock of sheep.

He will tell you what fun they have when they shear sheep.

Do you know that the coat you wear is made from the wool of the sheep?

## Lesson LI.

## THE CHURCH.

Here is a fine old church in the midst of shade-trees.

Just back of it is the church-yard. Here, where the shade of the trees falls cool on the green grass, is a new-made grave.



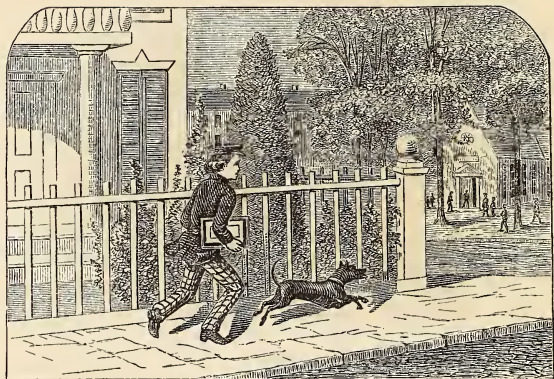
A dear young boy has just died, and been laid here in his last sleep. The birds still sing in the trees, but he hears them no more.

In life he was good and kind to all, and now, though his friends mourn his loss, they know that he is with God, in that home where sin and death are not known.

Young and old, rich and poor, lie in the church-yard side by side, in the rest that waits for us all.

## Lesson LII.

## THE BOY GOING TO SCHOOL.



Here is a boy on his way to school. See with what a light step he goes!

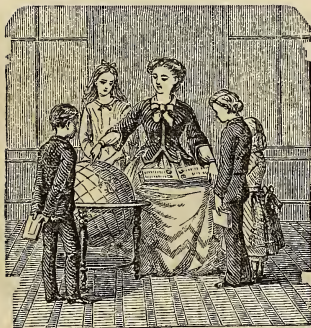
He is a good boy, and tries to learn.

He does not stop by the way to talk, or play with bad boys, but gets to school in good time, and does the best he can while there.

He is kind to his play-mates, and that makes them kind to him.

## Lesson LIII.

WE WILL LEARN.



Our eyes can see;  
Our tongues can talk;  
Our ears can hear;  
Our feet can walk.  
Our hands can work;  
Our minds can think;  
We have no tasks  
From which we shrink.  
So we will learn  
To love our books,  
And grow each day  
In mind and looks.

## Lesson LIV.

## THE DOLL.

Grace  
has a doll,  
which was  
a gift on  
New Year's  
Day. She  
has dressed  
it so well,  
you would think it was a babe.



Oh! look at my doll!  
Look, look, one and all!  
I nurse it with care,  
So nice and so fair,  
So good and so neat,  
So tall and so sweet.  
Health glows on its cheek;  
Its lips seem to speak;  
And its eyes are so blue,  
They seem to see you.  
Oh! look at my doll!  
Look, look, one and all!



## Lesson LV.

## WILD GEESSE.

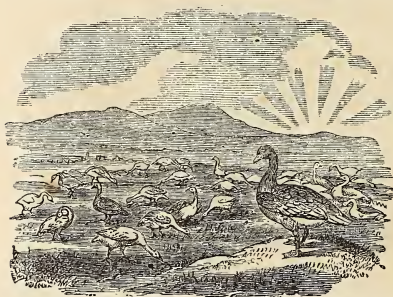


Do you see that flock of wild geese high in the air? How swiftly they fly! An old one leads the flock.

They keep up a great noise all the time. It is spring time. They fly to the north, for the shores of the south are now too warm for them.

In the fall of the year, when the cold days come, they will go back to the south. Do you know who tells them which way to go when it is too cold for them at the north?

They can fly a long way and not stop to rest. When they get tired, they light on some green spot



by a bay, or lake, where they will feed on the fresh grass.

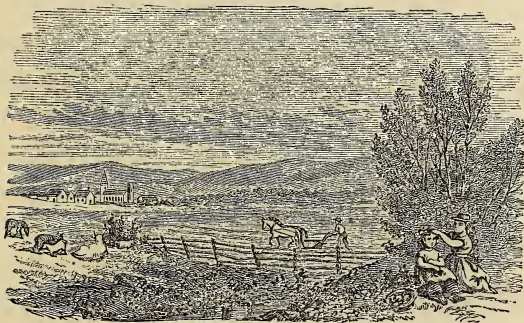
While they feed, one stands guard. If there is cause for fear he gives a loud scream, when they all fly off at once.

Some-times, when they do not start for their home in the south as soon as they ought, they are caught in a storm of snow, or sleet, and then they have to stop by the way in some lake or stream.

When they are cold and numb, they cannot fly well. I have known a large flock to be killed in one night by men in a boat.

## Lesson LVI.

## SPRING TIME.



Spring time has come. The air is soft, the skies are blue, and the fields are green.

The songs of the birds fill the woods and fields. The green leaves and grass hide them from sight as they build their nests.

The snow is gone, the sun shines warm, and all things wake to new life.

We can hear the bleat of the young lambs as they skip and play on the hill-side.

Let us leave our books for a while, and walk through the green fields and lanes, for it will do us good. Let us, like the birds, hail the bright spring-time with hearts full of joy.



This cut shows a scene in warm climes. Here there is no time like our spring, for it is warm, and the trees are green, all the year.

The trees with the long leaves are palms. Some of them bear nice fruit which is brought to our land and sold in the stores.

## Lesson LVII.

## BUILDING FENCE.

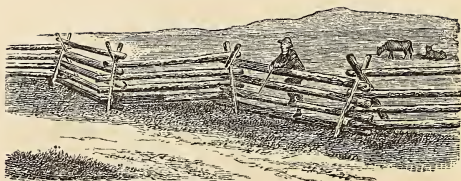


Do you think you would like to build fence? Charles and John, who live on a farm, say they help the men build fence.

I think it would be hard work for boys, for these men look as if they were tired.

The men dig deep holes in the ground, and stand the posts on end in them; then they place the ends of the rails in the holes they have made in the posts, and nail them fast.

Trees that make good rails must be scarce here, or they would not build this kind of fence.



When good trees are near at hand, a fence like the one you see in this last cut is built. This kind of fence is called a *worm* fence.

Men who cut down the trees to clear a farm, build a worm fence.

It takes much less work to build that kind, and they are glad to get rid of the trees.

But where there are no trees, and they have to haul the boards, or rails, a long way, they build the kind of fence you see in the first cut.

A fence like this ought to last a long time, and will do so if it is well built.



## WORDS OF TWO SYLLABLES.

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Word Lessons.

pā'-per	ēār'-ry	lēarn'-ing
sha-dy	eab-in	tēach-er
dan-ger	an-swer	lēt-terſ
ēâre-ful	trav-el	pleaſ-ant
pâss-ing	grand-ma	west-ern
bas-ket	hēlp-ing	ev-er
sēnd'ing	glād'den	līv'-ing
bend-ing	līt-tle	chil-dren
breez-eſ	riv-er	wild-woods
bē-ing	in-to	child-hood
dāi-ſieſ	Wil-lie	writ-er
pla-çeſ	milk-ing	writ-ing
sòme'timeſ	flow'-erſ	be-sīde'
sehōl-arſ	lōne-ly	be-cause
Rob-ert	pīet-ure	be-lōng
ō-ver	Ful-ton	a-long
go-ing	gūsh-eſ	a-lōne
wom-en	thrush-eſ	a-wāy

## Lesson LVIII.

## LEARNING TO WRITE.



This boy is learn-ing to write. All lit-tle boys and girls should learn to write as soon as they can spell and read. They should first learn to write on a slate with a pen-cil, be-fore they try to use a pen.

This boy is writ-ing with a pen. See how care-ful he is to write as well as he can, and to keep his pa-per clean.

His teach-er stands be-side him, and shows him all he can.

He tells him how to sit be-fore the desk, where to place his arms, and how to hold his pen. He then shows him how to form the let-ters.

He writes ver-y slow-ly at first, and shapes each let-ter with great care.

After he has learned to write pret-ty well on this pa-per, his teach-er will let him use a cop-y-book.

This boy will be-come a good pen-man be-cause he tries his best to learn.

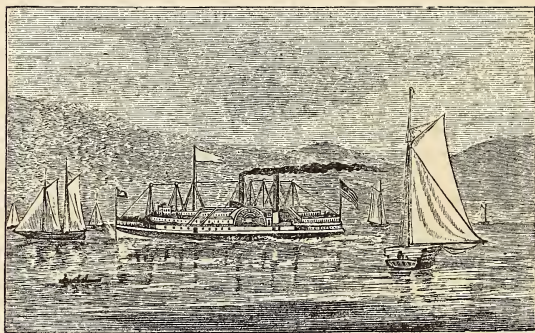
He has a sis-ter, old-er than he, who has gone to vis-it their friends in a dis-tant state, and he is anx-ious to write her a let-ter.

She has prom-ised to write him a long let-ter as soon as he is a-ble to write well e-nough to an-swer it.

Have you learned to write?

## Lesson LIX.

## THE STEAM-BOAT.



Here is a grand sight! It is a steam-boat pass-ing up the riv-er. How it puffs and blows! See how the steam and the black smoke rise and float a-way up-on the air.

There are men, wo-men, boys and girls on board. Some are go-ing to their homes, and some are go-ing a-way from them.

How pleas-ant it is to be swept a-long, now past the green fields, now in the deep gloom of the woods! The boat jars with the

beat of the pad-dle-wheels, and the waves part be-fore it.

Did you ev-er go a-way on a boat of this kind? It is not a long time since this kind of boats first came in-to use.

Men are still liv-ing who saw the first steam-boat in the West-ern States. They are now found on all our bays, lakes, and large riv-ers.

Would you like to know who built the first steam-boat? It was Rob-ert Ful-ton.

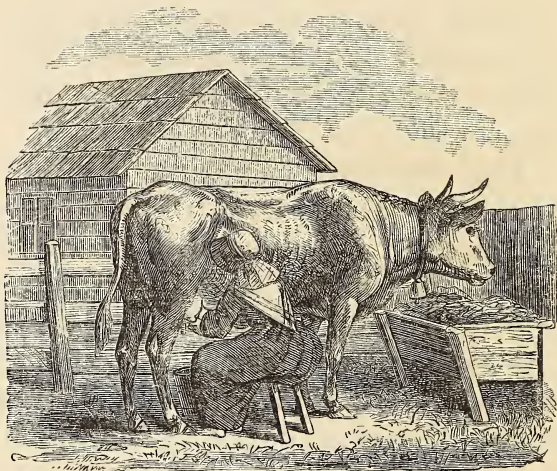
It was built in New York, and was first used on the Hud-son Riv-er in 1807.

The boat was called the Cler-mont, and the first trip it made was from New York to Al-ba-ny, in thir-ty-six hours.

As it pass-ed up the riv-er, the peo-ple hailed it with sur-prise and de-light.

## Lesson LX.

## GRANDMA MILKING.



All the chil-dren call this old wom-an, grand-ma.

I think they call her so, part-ly be-cause she is so ver-y old, and part-ly be-cause she is so kind to them, for grand-mas are ver-y fond of lit-tle boys and girls, you know.

She al-ways has a kind word and a smile for them, and they, in re-turn, have the same for her.



She lives at the end of the lane. Her lit-tle cab-in is ver-y old, like her-self, but she keeps it so clean and neat that it looks bet-ter than some larg-er hous-es you could name.

The chil-dren oft-en call in to see her on their way to school.

They love to hear her tell sto-ries of old times when she was a girl, and how peo-ple lived then, and what they did.

She also tells them ma-ny pret-ty sto-ries that she has read in the Bi-ble. They love to hear her tell of our dear Sav-ior, who was the kind friend of all lit-tle chil-dren.

When he was on earth, he blessed them and said: "Suf-fer lit-tle chil-dren to come un-to me, and for-bid them not, for of such is the king-dom of Heav-en."

Grand-ma is milk-ing her cow to get some milk for her supper.

## Lesson LXI.

## WILLIE AND HIS DUCKS.



Here is lit-tle Wil-lie help-ing his young ducks out of the pond. The old one is stand-ing by and look-ing on.

Some of them have come up to his feet, which hang o-ver the edge of the bank on which he sits. He has coaxed some of them quite out of the wa-ter, and now he means to

car-ry them a-way out of dan-ger. Wil-lie does not know that they are just as safe in the wa-ter as they would be on land.

They love the wa-ter e-ven when they are very young, and throw them-selves in-to it with-out fear of danger.

They will put their heads un-der the wa-ter, as you see two of these in the pict-ure do-ing. They will e-ven go all un-der wa-ter, and come up a-gain as dry as ev-er.

See how the old moth-er duck watch-es Wil-lie as he feeds her lit-tle ones.

If she did not know that he would not harm them, she would go in-to the wa-ter and swim a-way with her lit-tle duck-lings be-yond his reach.

Wil-lie has fed her so ma-n-y times that she knows she has noth-ing to fear from him.

## Lesson LXII.

## FLOWERS FOR SCHOOL.

Lit-tle girls are very fond of pick-ing wild flow-ers to take to school. They know where all the nice ones grow in the woods and fields.



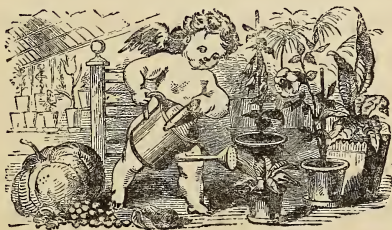
Some-times they weave them in-to wreaths and pre-sent them to their teach-ers, or school-mates.

This lit-tle girl must have passed through a wheat-field on her way to school, for she has plucked some heads of wheat which droop o-ver her shoul-der, and nod as she trips gai-ly a-long.

Each lit-tle flow-er that o-pens,  
Each lit-tle bird that sings,  
God made their glow-ing col-ors—  
He made their ti-ny wings.

The tall trees in the green-wood,  
The mead-ows where we play,  
The flow-ers in the val-leys  
We gath-er ev-er-y day,

He gave us eyes to see them,  
And tongues that we may tell  
The good-ness of the Fa-ther,  
Who “do-eth all things well.”



## Word Lessons.

a'-ny	nā'-ked	här'-vest
ma-ny	gäth-er	arm-ful
Mā-ry	An-na	al-ways
A-my	hap-py	fall-ing
tak-en	grand-pä	taw-ny
play-ing	val-ley	gräss-y
play-mate	äft-er	thänk-ful
sēa'-son	sēt'-tler	Chär'-lie
spear-ing	fresh-er	vīl-lage
lēs-sonŝ	rīŝ-en	rīŝ-eŝ
pret-ty	win-ter	Rōv-er
çen-ter	sis-ter	sōme-thing
plen-ty	In-dianŝ	moth-er
shel-ter	pēn-çil	broth-erŝ
Oft'-en	yoŭng'-er	a-bout'
show-erŝ	hunt-er	a-sleep
fōr-mer	toil-some	a-móng
dū-ty	loi-ter	a-bōve
sŭm-mer	joy-ous	be-fōre
hunt-ing	buŝ-y	be-gän
hun-gry	sīlk-y	un-kind
un-der	pīl-low	be-hind



## Lesson LXIII.

SO TIRED.



Lit-tle Frank is so tired! He has been romp-ing with old Rov-er on the green-sward be-fore the door.

They ran ra-ces and played all kinds of games, for you know dogs are as fond of games as chil-dren.

Frank has been teach-ing Rov-er to stand up-right, and to give his paw, just as boys shake hands.

Rov-er is so large that he must be al-most as tall as Frank, when he stands up.

They have come in-to the house now, and Frank has tak-en off one boot and one stock-ing. There was some-thing in his boot that hurt him.

He was so tired with play, that he laid his head on Rov-er's neck to take some rest, and fell fast a-sleep.

Old Rov-er's silk-y coat makes a soft warm pil-low for him.

The dog looks as if he would like to take some sleep too, but he will keep a-wake to watch over his play-mate.

Old Rov-er is fond of Frank, and will lie qui-et un-til he a-wakes.

Frank calls Rov-er his best friend, and Rov-er seems to know what he says.

Al-ways, when Frank comes home, Rov-er runs out to meet him, and wags his tail, and jumps a-bout him, as much as to say "I am ver-y glad to see you back."

## Lesson LXIV.

## THE BUSY BEES.



John and his father are out to watch the bees at their work.

They buzz a-bout a-mong the sweet flow-ers, and come back to their hives lad-en with their rich spoils.

As soon as the sun has ris-en, these bus-y lit-tle creat-ures are a-way on the wing.

They seek the sweet-est flow-ers they can find in gar-den or field, and fly home with the hon-ey, and back ma-n-y times in a day.

Is it not strange that they should know so much when they are so small? God cares for them as well as He does for you and me.

They know when the storm is com-ing and they hast-en back to their cells. They know, too, that the sum-mer will soon pass, and the sea-son of flow-ers will be gone.

They are bus-y now lay-ing up food for the long, cold win-ter that is com-ing.

Bees will some-times sting, if a-ny one tries to take their hon-ey a-way.

“Here’s a feast!” said the sly old bear;

“Pots of hon-ey, I do de-clare!  
Scold as you will, you nois-y bees:  
I’m big e-nough to do as I please.”

Then the lit-tle bees came out in a swarm;

And Bru-in be-gan to feel ver-y warm;

And, though the old fel-low was pret-ty tough,

He soon felt read-y to cry “e-nough.”

## Lesson LXV.

## WILD FLOWERS.



Charles climbed up the hill-side a-mong the rocks and trees for some wild flow-ers, and has giv-en them to his lit-tle sis-ter.

Do you ev-er go out through the fields and lanes, or in the woods, to gath-er wild flow-ers, as these chil-dren have done?

Wild flow-ers are of-ten sweet-er and fresh-er than those raised at home.

There are more wild flow-ers in the spring than at a-ny oth-er sea-son.

Aft-er the cold winds of win-ter they come forth fresh and bright.

All the sun-ny slopes be-come gay with their col-or, and the air is filled with their fra-grance.

Then there are lil-ies and oth-er kinds of flow-ers that grow in the shad-y pla-ces, and still oth-ers that grow far up the mount-ains.

How thank-ful we should be to God, who gives us all these love-ly flow-ers which cheer and bright-en our homes and our hearts!

It is the cus-tom in ma-ny pla-ces for the chil-dren to have pic-nics in the woods on May-day. The fair-est girl of the party is crowned "Queen of the May," and all pay her due re-spect.

All kinds of mer-ry games are played a-round the May-pole.



## Lesson LXVI.

## THE WIGWAM.



Look at the In-dians' hut. It is called a wig-wam. It is made of long strips of bark set on end, so as to lean and meet at the top.

This wig-wam is near the edge of the woods be-side a run-ning brook, for In-dians al-ways like to en-camp near a stream.

See the taw-ny lit-tle chil-dren play-ing a-round it! Their moth-er is bring-ing some wood for the fire, which is in the cen-ter of the hut.

The men are a-way hunt-ing game, or spear-ing fish. These lit-tle chil-dren will be glad to see them com-i g home with food.

At one time the In-dians held all the land where we now live.

The men passed most of their time in the chase. They were oft-en at war with each oth-er, and were ver-y cru-el to their foes.

The bow and ar-row was their chief weap-on.

They were some-times a-way on the war-path for ma-ny weeks at a time, while the wom-en stayed at home and did all the hard work.

Some tribes of In-dians have been taught to love God, and these do not war with each oth-er a-ny more.

How thank-ful you ought to feel, that you have plen-ty of good food to eat, and good clothes to wear, and nice books to read!

## Lesson LXVII.

BE KIND.



Be kind to your fa-ther and moth-er.

Be kind to your lit-tle broth-ers and sis-ters. Be kind to your school-mates. Be kind to all.

It is the on-ly way to make sure of kind treat-ment in re-turn.

Never do a wrong to your-self,

nor to an-y bod-y else. This is the way to be hap-py, and to make oth-ers hap-py.

Be kind to all things that live and move. A boy who would be cru-el to his dog, or e-ven to a fly, would very like-ly be cru-el to his play-mates, if he should get an-gry at them.

It al-ways makes me feel ver-y sad to see a boy tor-ment a poor dumb creat-ure, that can-not com-plain or tell how much it is hurt.

Form good hab-its when you are young, and they will be-friend and pro-tect you as long as you live.

On the oth-er hand, if you form bad hab-its in your youth, they will cling to you, and be sure to bring you sor-row, soon-er or lat-er.

The kind boy be-comes a kind man; the cru-el boy be-comes a cru-el man, and is a dis-grace to him-self and his friends.

**Lesson LXVIII.****HAS IT STOPPED RAINING?**

These three lit-tle folks have tak-en shel-ter from the rain un-der a shock of wheat. They had start-ed for the har-vest field, but had loi-tered by the fence to get some flow-ers; and be-fore they had



reached the place where the men were at work, it be-gan to rain.

“Has it stopped yet?” said Wil-lie. “What shall we do if it rains all night? Shall we have to stay here?” cried the young-er sis-ter.

Their fears were soon gone, for while they were talk-ing a-bout it, the clouds broke a-way, and the sun shone out clear and warm.

The rain was still fall-ing slow-ly, when they saw be-yond them a bright rain-bow stretched a-cross the sky. The ends rest-ed on the earth, but the mid-dle of it was up a-mong the clouds.

When they start-ed for home, Wil-lie want-ed to go where the rain-bow was.

A-way he went, chas-ing it a-cross the field, but it al-ways seemed to keep a-head of him.

Do you be-lieve he ev-er caught it?



## Lesson LXIX.

## GRANDPA UNDER THE TREE.



Here is grand-pa with the two lit-tle girls, Ma-ry and A-my. It is a fine day in sum-mer, and he has come out to sit un-der the old tree, near the door, and to talk with his grand-chil-dren.

The tree is on a knoll, and from its foot he can see a long way.

He can look down the valley, and see the old cab-in in which he used to live when he was a set-tler, and the In-dians were all a-round.

As he sees the vil-lage with its lit-tle church, and the farms a-round with their rich wheat-fields, he thinks of the time when the wild In-dians roamed all o-ver the land.

He looks up-on ma-ny a green lane and grass-y lawn, where he once hunt-ed the deer and bear in the depths of the woods.

It is al-ways pleas-ant to him to spend an hour in this way, think-ing of the past.

Some sad thoughts will come to cast a gloom o-ver him, yet he loves to call to mind the scenes of for-mer days.

How well it is, then, in your young days, to do what is right. Do no act which you can-not think of in aft-er life, with hap-py thoughts.

## Word Lessons.

păn'-ther	pās'-time	tār'-get
pack-train	mārks-men	cheer-ful
Dan-iel	larg-er	pēo-ple
Hěn-ry	fā-tal	eat-en
Span-ish	has-ten	hūn-gry
çēil-ing	sail-ing	eaş-y
ăr-rowş	măn-tel	lead-er
wēa'-ry	fěl'-lowş	mĭn'-utes
steam-er	ēar-ly	fig-ureş
sea-men	çer-tain	mōst-ly
scărçe-ly	Eng-land	sto-ny
rěad-y	mĭn-erş	low-ered
ves-selş	Wil-liam	o-cean
twen-ty	swim-mer	mo-tion
çòm'-pass	wound'-ed	a-gain'
çov-erş	pŭn-ished	a-bout
poi-şon	quar-ter	be-gŭn
schōon-erş	a-lōné	re-tŭrn
fōl-low	a-bōve	ad-vānced
cañ-onş	pre-şerve	pŭr-sŭed
hur-ry	a-hěad	be-tween

## Lesson LXX.

## THE COUGAR, OR CALIFORNIA LION.



This great beast is called the *Li-on of the West Coast*. Some folks think he looks like a li-on, but I think he looks more like a pan-ther.

He is found in the mount-ains and foot-hills, and does not oft-en come where peo-ple live.

He is fond of the flesh of deer, and gets it when he can. He will catch a deer as a cat would catch a mouse.

He will climb a tree where a low limb hangs o-ver the path on which the deer pass. When one comes a-long, he leaps down on its back and tears it in pie-ces.

When he has eat-en all he wants, he cov-ers what is left with dry leaves, which he gath-ers for that pur-pose.

When he gets hun-gry a-gain, he re-turms and digs out what he had bu-ried.

Some-times wolves or oth-er wild beasts find the meat which he has bu-ried, and steal it be-fore he re-turms.

If food gets scarce on the mount-ains, he comes down in-to the val-leys and kills the hogs, sheep and calves of the set-tlers.

He will rare-ly at-tack a man, ex-cept in self de-fense. When the hunt-ers are chas-ing him, he runs a-way with great speed.

## Lesson LXXI.

## THE MARKSMEN.



Look at these young marks-men! They are out with their bows and ar-rows, shoot-ing at a mark, called a tar-get.

See how near that ar-row is to the cen-ter! The larg-est boy shoots ver-y well, and he will keep try-ing un-til he hits the cen-ter.

Boys are very fond of shoot-ing at a mark. Some-times they set up a piece of mon-ey for a mark, and the one who hits it, has it.



One of these boys has shot a bird. It is a hawk that has been sail-ing a-bout in the air, look-ing for some poor lit-tle bird or mouse, to car-ry off to its nest.

Did you ev-er hear the sto-ry of Will-iam Tell, and his great skill with the bow and ar-row? If not, ask your teach-er to tell it to you.

The In-dians used the bow and ar-row in hunt-ing game, and al-so in war. They were very skill-ful marks-men. Their bows were so long and strong, that they could shoot an ar-row quite through the bod-y of a deer.

Their ar-row heads were made of flint, and were barbed, so that the ar-row would not fall from the wound.

In war they oft-en put poi-son on the heads of their ar-rows, so that if a man were wound-ed, e-ven slight-ly, he was sure to die.

## Lesson LXXII.

## THE PACK-TRAIN.



I dare say that ma-ny lit-tle read-ers have nev-er seen a pack-train, such as is shown in this cut.

The pack-train was ver-y much used on this Coast in ear-ly days.

It was al-most the on-ly means by which tools, food, and such things, were sent to the min-ers in the dis-tant mount-ains.

There were no good roads here in those days, and mules could go o-ver the rough plac-es much bet-ter than hors-es.

Mules are ver-y sure-foot-ed. They can climb a-round the rock-y

points of hills, and through the rough cañ-ons, al-most as well as a man.

See how cheer-ful these stur-dy lit-tle fel-lows look, plod-ding a-long un-der their heav-y loads! The lead-er wears a bell.

The mule-driv-er some-times rides the lead-er, and all the oth-er mules fol-low in a long train, one aft-er the oth-er.

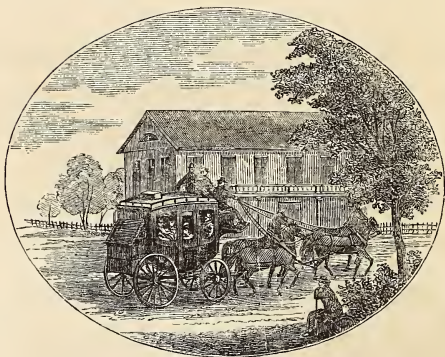
It does not need a driv-er to each mule. In this pict-ure you can count eight mules and four driv-ers, so that each man has to look aft-er two mules.

The jin-gle of their spurs, and the hoofs of the mules make a great noise, which may be heard long be-fore they are seen.

The heart of many a half-starved min-er has grown glad at the first sound of the pack-train com-ing o-ver the mount-ains.

## Lesson LXXIII.

## THE STAGE-COACH.



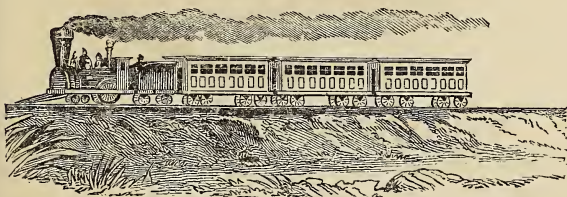
Here is a stage-coach. Like the pack-train we told you of in the last les-son, the stage-coach was seen much more in ear-ly times than it is now.

This coach, or stage, seems to be quite full in-side, and has two men out-side on the driv-er's box.

Some-times a stage car-ries as ma-ny as twelve or fif-teen peo-ple, or e-ven more, at once, and is drawn by six hors-es.

On long jour-neys, the stag-es run day and night, each team of hors-es be-ing driv-en a-bout ten or twelve miles be-fore chang-ing.

In this way set-tlers used to come a-cross the plains. Some-times they came still more slow-ly, with their ox-teams, tak-ing ma-n-y wea-ry months for their jour-ney.



All this is changed since rail-roads have been built.

The hills have been cut down, the val-leys have been filled up, and now the i-ron-horse draws his long train of cars from one end of the land to the oth-er.

The jour-ney a-cross the plains is now made in less than a week.

## Lesson LXXIV.

## THE CHASE.



Men some-  
times hunt  
deer with  
dogs. It is  
a great pas-  
time in some  
parts of the coun-try.

A num-ber of hunt-ers join in  
the sport.

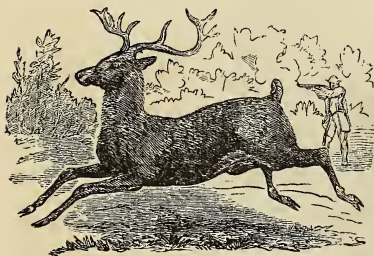
At the sound of the horns, the  
dogs whine and yelp, for they, too,  
are fond of the sport.

When they reach the woods, the  
dogs range through them far and  
near, till they start a deer. The  
hunt-ers take their stands where  
they think the deer will pass.

Deer have their paths through  
the woods, and the men know  
where to look for them, when they  
are pur-sued.



The yelp of the pack tells when the deer is start-ed.



As he bounds by, the hunt-er fires up-on him. He may be killed, or wound-ed, or he may not be hurt at all. The aim of the hunt-er is not al-ways cer-tain at such times.

If the deer is not hurt, the dogs still keep on his track. If he is wound-ed, or if he is ver-y tired, he will seek a lake, or riv-er, and may thus get out of the way of the dogs, for he can swim ver-y well.

He keeps down the stream, and leaves it far from the point where he went in-to it. By this means the dogs will lose the scent, and may not find it a-gain.

## Lesson LXXV.

## THE CHASE.—Part Second.



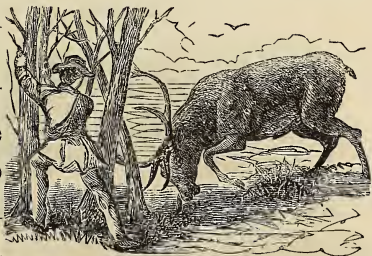
If the deer, when pursued, cannot reach a lake or stream, and is too weary to run further, he will stop and stand at bay. When the dogs come up, he will fight them off as well as he can.

With one stroke of his horns he can gore a dog to death, and his sharp hoofs are no less fatal.

There was once a man who went out to hunt deer a-foot and a-lone, with-out his dogs.

He soon start-ed a large stag and fired at him. The deer fell, and the man dropped his gun, and ran up to has-ten his death with a knife.

But the stag was not much hurt, and was soon on his feet, and ready to fight. The great sharp horns on his head were lowered to pierce the hunter through, as he dashed at him.



A clump of small trees was near, and the man sprang among them just in time to save his life. The horns of the stag were spread so wide that he could not reach him through the thick branches.

His gun was gone, and he did not dare to go out from his cover to attack the stag with his knife. What could he do?

As good fortune would have it, he had a pistol in his belt, with which he soon put an end to the battle by killing the stag.



In En-gland, rich men keep parks stocked with deer, and oth-er kinds of game.

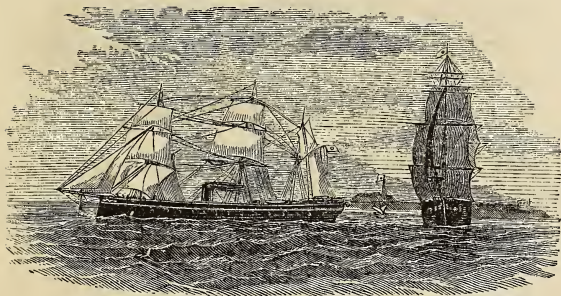
They al-low no one to hunt in these parks but their guests and friends. They keep packs of well-trained hounds, and a great number of good hors-es to ride in the chase.

Some-times a deer runs a long time be-fore it is hunt-ed down, and some-times it es-apes.

The laws of En-gland make it a crime for a man to hunt on a game pre-serve with-out the con-sent of the own-er, and ma-n-y a poor man has been pun-ished for thus get-ting food for his chil-dren.

## Lesson LXXVI.

## VESSELS.



The ves-sels we see are still in the bay. Be-hind them we can see the shore, with a fort and a part of the cit-y. They ap-pear to be just start-ing out on a voy-age, for both have all sails set, and are point-ing out to sea.

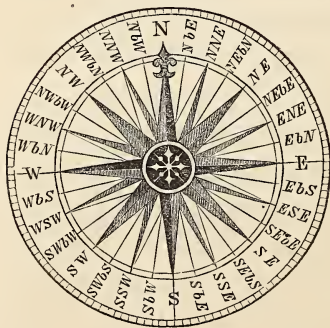
The lit-tle sail-boat that you can see be-tween them, go-ing to-ward the shore, is just land-ing the pi-lot.

One of them is a sail-ing ves-sel, and can on-ly move when there is a breeze. When the wind is fair, these ves-sels sail ver-y fast. At

oth-er times, when there is a calm, which sail-ors al-ways dread, they may lie for ma-n-y days with-out mov-ing for-ward a mile on their voy-age.

Some-times heav-y fogs set-tle down on the sea, and the skies are all cloud-y, so that the sun can-not be seen by day, nor the stars by night.

Do you ev-er think that there are no roads or paths on the o-cean, and won-der how the sail-ors find their way in the mist and dark-ness?



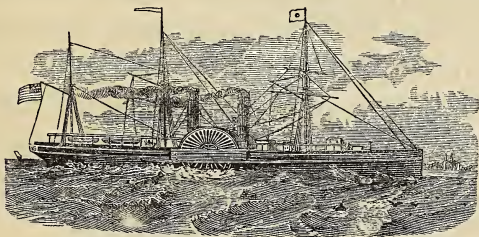
They have a faith-ful lit-tle friend, called the *com-pass*, that tells them which way they are sail-ing.



## Lesson LXXVII.

## VESSELS.—Part Second.

Can you see how this ves-sel differs from the one you saw in the last les-son? It has no sails spread just now, yet it seems to be cutting through the wa-ter ver-y fast.



It is an o-cean steam-er. It does not have to stop when the wind goes down, as the sail-ing ves-sels do.

In the calm-est weath-er it still moves for-ward on its voy-age. E-ven when the wind would blow a sail-ing ves-sel out of its course, or back up-on the land, the steam-er goes straight on to-ward its port.

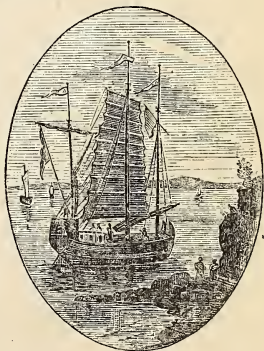
It has masts, as you see, on which sails are set when the wind is fair, and then it moves fast-er still, with both wind and steam to help it for-ward.

Some o-cean steam-ers are ver-y large, and can car-ry more than a thou-sand peo-ple at once, be-sides all their freight, and coal e-nough for a long voy-age.

The voy-age from New York to Eng-land used to take ma-ny weeks, and e-ven months, but now it is made in eight or nine days.

In some for-eign lands they have ver-y odd look-ing ves-sels. The kind you see here is in com-mon use in Jap-an.

Can you tell wheth-er it is a steam-er or a sail-ing ves-sel?



## Lesson LXXVIII.

## TIME.

The clock is made to tell the time of day. This clock shows only the hour and minute. There are large and costly clocks that show the second, the day of the week, the day of the month, and many other things.



When clocks were first made, they cost so much that very few people could afford to have one.

Now they are so cheap, you can find one or more in almost any house you enter.

Some clocks have to be wound up each day, some once in eight days, and some will run a much longer time.

Such clocks as the one shown in the first cut are made to hang

on the wall. In this picture you see a much finer one made to stand on the mantel, or on a shelf.



Old Father Time reclines behind it, with his hour-glass and scythe. Long before clocks were known, the hour-glass was used to mark time.

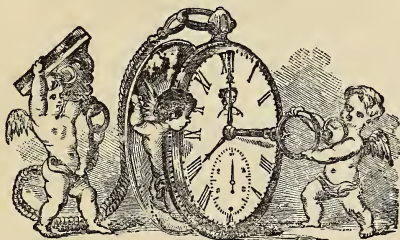
In early days, house-clocks were made to stand on the floor, and were so tall that they reached almost, if not quite, to the ceiling. They ticked so loud that they could be heard all over a large house. Scarcely any of them can now be found.

Can you tell what time it is by the clock?

**Lesson LXXIX.**

TIME—Part Second.

Be-sides clocks, watch-es are used to mark the time. They are made much small-er, and light-er than clocks, so that we may car-ry them in our pock-ets.



Some of them are quite cheap, but not so cheap as the cheap-est clocks. Some are made so cost-ly, that none but the rich can af-ford to buy them.

Now I want to teach you how to tell the time by a clock or watch.

You see there are twelve num-bers on the face. You see al-so two hands. The short hand shows the

hour, the long hand shows the min-ute.

When the hands are both at XII, it is twelve o'clock.

When the long one reach-es I, it is five min-utes past twelve.

When it reach-es II, it is ten min-utes past twelve.

When it reach-es VI, it is thir-ty min-utes, or half past twelve.

When it reach-es XII, the short hand will have ad-vanced to I, and it will be one o'clock.

You will see by this, that in one hour the long hand goes once a-round the di-al, and the short hand goes from one num-ber to the next.

Now you may tell me where the hands will be when it is time for school to be-gin, when it is time for re-cess, and when it is time for school to be dis-missed.

Tell me what time it is by each clock and watch shown in the cuts.



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THE PACIFIC COAST FIRST -FIFTH  
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